

Our Vision:

Liberated leaders are leading their schools and organizations to collectively create antiracist learning cultures where everyone thrives!

Our Mission:

Through healing and learning, we equip leaders in education to interrupt racism within themselves and their organizations in order to co-design antiracist learning cultures.

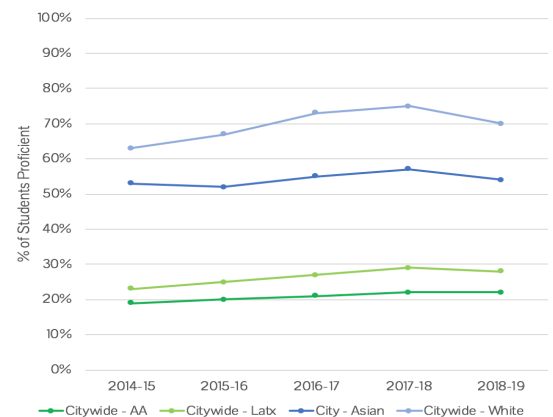
Problem Summary:

- Racism is pervasive throughout our systems and structures, resulting in teaching that does not meet the needs of our Black and Latinx students - directly impacting their learning and liberation. Furthermore, to build school communities where everyone thrives as their authentic selves, principals of color need targeted development and support to identify and interrupt racism in their personal leadership as well as the practices and policies that impact student learning.

Problem Statement:

- In Oakland we have yet to create schools where Black and Latinx students are consistently thriving - both academically and socially. Our current reading data should not surprise us given this country's history. In 1740, the first laws were passed prohibiting the education of enslaved Africans. "Fearing that black literacy would prove a threat to the slave system... whites in many colonies instituted laws forbidding slaves to learn to read or write and making it a crime for others to teach them."¹ Our current outcomes are rooted in racist policies from nearly 300 years ago.
- Our principals do not fully reflect the racial diversity of our students - and when they do, they often leave the position before they can create sustainable change.² This too, is rooted in historically racist policies. The desegregation of schools after *Brown vs. Board of Education* led to "the dismissal, demotion, or forced resignation of many experienced, highly credentialed black educators who staffed black-only schools. After the decision, tens of thousands of black teachers and principals lost their jobs as white superintendents began to integrate schools but balked at putting black educators in positions of authority over white teachers or students."³
- Recently, research has emerged about the positive impact leaders of color have on students of color⁴. The high turnover rate for leaders of color is a crisis that plagues the outcomes and experiences for students of color. Leaders of color are expected to assimilate to white culture and reinforce racist practices and policies in the schools they lead. Additionally, many leaders of color have internalized racism, making it harder for them to lead as their authentic selves and design antiracist solutions. In contrast, when leaders of color lead authentically and challenge the status quo, their leadership is an anomaly, is often unwelcome and leads to them being fired or resigning.

SBAC Percent Proficient – ELA – By Race



¹ thirteen.org

² newteachercenter.org

³ edweek.org

⁴ ccsa.org

- Until recently, racialized student learning outcomes were exacerbated because “Every state had its own definition of proficiency, which is the level at which a student is determined to be sufficiently educated at each grade level and upon graduation.”⁵ States responded to this problem by adopting The Common Core State Standards in 2010 - a set of standards that have greater cognitive demands than the previous ones. Given that the standards are relatively new, our principals need effective professional development that will allow them to deeply understand the changes so they can lead their teachers to do the same.

Our Core Program

The Antiracist Collective is a space for principals of color in Bay Area, CA to empathize and leverage strategies to heal from racism while building partnerships with their supervisors and Instructional Leadership Teams as they learn technical and adaptive skills to be antiracist literacy leaders.

We are excited to announce that we have just partnered with [Reach University](#). Starting with the 2023 cohort, when principals successfully complete the Antiracist Collective they will receive their Clear Administrative Services Credential.

How does it work?

The best way to achieve non racialized outcomes for students is to confront all the ways racism is pervasive in their schools, starting with ourselves. Lead Liberated convenes principals of color, their supervisors and their Instructional Leadership teams for collective learning over the course of three years. We provide support and accountability through 1:1 coaching and cohort based professional development to ensure leaders have the space to heal from racism, learn skills, and identify clear concrete next steps to develop *antiracist learning cultures* in their schools. We believe healing coupled with effective aligned partnerships will lead to principal retention, thriving communities and continuous improvement in student learning and experience.

After being in the Collective for three years,

- all leaders are engaged in their own healing and achieved their goals to develop as liberated leaders and partners,
- 90% of principals will be on track to thrive in their role for at least 5 years, excluding pull factors.
- all principals effectively use technical and adaptive skills to lead their Instructional Leadership Teams (ILT) and Professional Learning Communities (PLCs) to improve on Lead Liberated rubrics, and
- each school is tracking the outcomes of 3 - 5 antiracist practices or policies they designed and are implementing.

Long term, our schools will have *antiracist learning cultures* where student learning and experience drives all decision making, and adults are strategically learning and working collaboratively across differences to identify and interrupt racial oppression within themselves and every policy of the school - to ensure everyone thrives!

Our Impact to date:

We are proud of our impact for leaders and what that means for their students. The best way to learn about our impact is to [hear directly from leaders](#).

⁵ corestandards.org

Our Team

All coaches in the Antiracist Collective are former principals who had strong student outcomes during their tenure. Coaches will leverage their knowledge and expertise to ensure principals in The Antiracist Collective are supported to build antiracist learning cultures in their schools.

You

A candidate for The Antiracist Collective is someone who:

- will be a first or second year principal of color in the Fall of 2023,
- has yet to earn their Clear Administrative Services Credential,
- acknowledges that racism is pervasive in our personal leadership, collective practices and organizational policies - and wants to learn how to identify and interrupt racism on those three levels,
- wants to gain technical and adaptive leadership skills as well as a racial equity lens to facilitate effective professional development and coach teachers to sustainably improve student outcomes and experience, and
- regularly reflects on their racial identity, is a learner, takes initiative, and is able to receive and effectively address feedback in order to continually grow.

In order to qualify for the Clear Administrative Services Credential (CASC) through The Antiracist Collective, you must have and submit:

- College transcripts,
- Two letters of recommendation; one from a current supervisor,
- Preliminary Administrative Services Credential (PASC) and valid prerequisite credential (ex. Clear teaching credential, PPS etc.),
- Passed the CalAPAs prior to December 2023, and
- Be in principal in Fall 2023. Verification of 2 years of administrative experience from Human Resources is required to complete the CASC.

Your Time

As a principal in The Collective, you will develop as an antiracist instructional leader alone, in affinity and across differences over the span of three years.

Year 1+

- **Collective Learning:** The cohort officially launches with a residential institute, followed by five - six hours of collective learning each month
- **1:1 Leadership Coaching:** Biweekly 2 hour 1:1 coaching sessions and co-observations scheduled between coach and principal
- In addition to attending the required sessions, you are expected to work independently to make progress towards your goals and CTC standards in between sessions

Years 2 & 3

- The schedule for years 2 & 3 mirror that of year 1. The significant difference is for years 2 & 3, the principals' Instructional Leadership Team (ILT) is expected to participate in the monthly cohort sessions in order to share knowledge and ensure a collective leadership approach.

As a cohort member, you will

- engage in your own healing by doing deep personal work to identify and interrupt racism in your leadership,
- critically analyze your school's practices and policies to identify and interrupt racism,
- gain the skills to become an antiracist instructional leader who can create an antiracist learning culture where everyone thrives,

- build relationships and collaborate with other cohort members to create mutual accountability, and
- connect to and collaborate with your coach for continued personal leadership development.

We will leverage the following structures for collective learning and support:

- racial affinity groups for leaders to heal from racism while supporting each other to grow as liberatory leaders,
- partnership time for principals and supervisors to collaborate across differences - in race and role - to interrupt patterns of racism in their relationship as well as the instructional systems, and
- professional learning for principals and supervisors to assess their school and system with an antiracist lens.

Financial contribution: Each principal will pay \$4500 a year to clear their administrative credential through Reach for two years. The rest of the costs for coaching and professional development for the three year program are supported through philanthropic funds.

- We encourage you to see if your employer will pay for your credential to be cleared.

The Antiracist Collective is locally based in Oakland, California and will have a hybrid schedule of virtual work and in-person coaching, observations, retreats, and other events.

Application for The Antiracist Collective

Applications are accepted on a rolling basis. We will review applications at the start of each month until we fill the cohort. Applications for round 1 (Cohort 4) are due October 6th, 2023. Applications for round 2 (Cohort 5) are due November 27, 2023

If you have questions before applying: please email Principal Leadership Coach Leon Lundie at leon@leadliberated.org. To begin the application process, please complete the [Application for The Antiracist Collective](#).

Once you are admitted to the program you will have to provide the following to officially enroll:

- Your Resume
- Your College Transcripts
- Two letters of recommendation; one from a current supervisor, who can speak to your skills and experiences as:
 - a facilitator of professional development for teachers,
 - a coach for teachers, and
 - a leader who regularly reflects on their racial identity, is a learner, takes initiative, and is able to receive and effectively address feedback in order to continually grow.